**Common Core 8 – Score and Sequence**

**Unit 1: Writing and Solving Linear Equations (7 weeks)**

8.EE.7 Solve linear equations in one variable

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions.

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8.EE.8 Analyze and solve pairs of simultaneous linear equations (using substitution and addition and subtraction, **not graphing method**)

**Unit 2: Graphing (7 weeks)**

8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph.

8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y=mx + b for a line intercepting the vertical axis at b.

(Possibly use the pattern website)

8.EE.8 Analyze and solve pairs of simultaneous linear equations (using substitution, addition and subtraction, **and graphing method**)

(Make clear the relationship between parallel and perpendicular lines)

**Unit 3: Rationals, Irrationals and Roots (4 weeks)**

8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.

8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.

8.EE.2 Use square root and cube root symbols to represent solutions of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect cubes.

8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.

8.G. 6. Explain a proof of the Pythagorean Theorem and its converse.

8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

**Unit 4: Functions (7 weeks)**

8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

8.F.3 Interpret the equation y= mx + b as defining a linear function, whose graph is a straight line, give examples of functions that are not linear.

8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x,y) values, including reading these from a table or from a graph.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**Unit 5: Transformations of Two-Dimensional Figures (3 weeks)**

8.G.1 Verify experimentally the properties of rotations, reflections, and translations.

8.G.2 Understand that a two-dimensional figure is congruent to another is the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits similarity between them.

8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.

**Unit 6: Statistics and Probability ( 2 weeks)**

8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association.

8.SP.2 Know that straight lines are widely used to model relationships between quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally asses the model fit by judging the closeness of the data points to the line.

8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

8.SP.4 Understand that patterns of association can also be seen in bivariate data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

**Unit 7: Volume (2 weeks)**

8.G.9 Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

**This schedule should leave 5 weeks at the end of the year to cover polynomials, factoring, and any necessary review to prepare students for Algebra I.**

**Review of fractions and decimals will be integrated in above units.**